



Urban Arts Partnership

Curriculum Map

2012-2013

Name: Martin Urbach
School: Renaissance Charter
Grade/Class: K,1,2
Art Form: Music

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

During this 10 day unit, students will be able to explore music making through their multiple intelligences.

-Students will improve their listening skills by being exposed to music that has a wide sonic and dynamic range.

-Students will be able to identify the looks, sound and origin of many musical instruments, ranging from ethnic instruments from across the world to all the instruments from the four families of instruments that we can find in an orchestra.

-Students will be able to develop an organic connection with music through movement and play. As they dance, walk, trot or ride their imaginary sailing boats, students will explore rhythm as well as key musical characteristics such as accelerando, diminuendo, crescendo, key changes and more.

This unit will integrate music making with literacy by connecting the school's curricular activities (the continents and oceans) with music. Throughout every lesson, the students will apply their newly gained musical knowledge in games that involve reading a book about the oceans, songwriting about platetchnotics and making the sounds of ocean waves.

Essential Question

One big question that you'll be exploring all year through all the projects?

How can we use different tempos to change the speed of a story?

How can we use different dynamic to create tension and release in a story?

How can we use different instruments to set different themes for each character in books?

How can we make the task of reading more exiting!

How can we make up (compose) an original work of art!

Project #1 Description

What will be your first project and how does it relate to your goals?

During the first 5 lessons we will learn all about the four families of instruments; percussion, brass, woodwinds and strings. We will also learn about different meters, rhythms, beats, dynamics, tempos and musical genres. The following 5 sessions will focus on scoring a soundtrack to the book: "Commotion on the Ocean" and learning different musical cultures from accross the world.

Project #2 Description

What will be your second project and how does it relate to your goals?

Project #3 Description

What will be your second project and how does it relate to your goals?

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements

5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

Project Plan #1

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed: Percussion instruments, markers, crayons, recyclable materials such as tubes, file folders, shoe boxes, rubber bands, book: “commotion on the ocean”, speakers, kazoos, slide flutes.

Equipment checkout:

Culminating Event and Date: Monday 12/17. In class performance!

Field Trip dates (include career contact):

Project Name: a Musical Scoring of Commotion on the ocean.

Project Goal: To make a 3-5 minute musical score based on the characters and settings from the book : commotion on the ocean in order to integrate their English curriculum; The Oceans and Continents

We will use different metrics, sonic palettes and dynamics to tell enhance the story of the book!

Final Product: A musical performance.

Common Core Standards

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Reading Writing SL Language other)

Reading: 2.RL.1: Ask and answer such questions as: Who, Why, What, When, Where and How to demonstrate understanding of key details in a text.

Reading: 2.RL.2: Recount stories including folktales and determine their central message

Reading: 2.RL.4: Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Students will learn how to think creatively in a way that will let them gain deeper insights into whatever the task they are doing. By doing “outside the box” activities such as composing a sonic work of art, based on a visual work of art, they will be able to engage their multiple personalities and better understand any project that they embark on.

They also will be required to work in different sizes and kinds of groups, thus developing their teamwork skills.

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Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	10/15/2012	Explore Study	N/A	Do-Re-Mi (sound of music)	All about melodies Learn about melodies, C-G, C-c Use voice, then boom-wackers	Clear understanding of step by step increments in melodic movement.
2	10/22/2012	Explore Study	N/A	Babatunde Olatunji "Drums of Passion"	All about Percussion instruments. Introduce the The 3 S's! (shake, strike, scrape). Different sizes / Different sounds! Introduce call and response. Call on some conductors!	Steady rhythm Listening skills Lead and Follow
3	10/31/2012	Explore Study	N/A	Samuel Barber "Adagio for Strings"	All about Strings! How do strings work: Demo guitar. Low and High. Show videos and pictures. The orchestra, The Kora, The Koto, The Banjo and the Charango!	Understanding of physics of string instruments. Tight and loose strings. Different methods of playing: Pick, Pinger, Bow
4	11/5/2012	Explore Study	N/A	Miles Davis "Some Day My Prince Will Come"	All about Brass! Introduce the trumpet, trombone, French	Understanding of physics of brass instruments. Buzzing lips Length and shape of

					<p>horn, Tuba</p> <p>Talk about how they work. Long metal tube, twisted around to make it smaller to carry!</p> <p>Slide or valves!</p>	<p>tubing.</p> <p>Ensemble “blending”</p>
5	11/14/2012	Explore Study	N/A	<p>“Hava Nagila “ (Klezmer)</p>	<p>All about Woodwinds!</p> <p>Introduce the 4 main saxes, flutes and clarinets.</p> <p>Breathing exercises</p> <p>Size/Sound correlation in instruments.</p> <p>Ensembles</p>	<p>Reeds and vibration of wood.</p> <p>Finger/Breathe coordination</p>
6	11/19/2012	Study Create	N/A	<p>“Jump For My Love”</p> <p>“Rio’s Playhouse”</p> <p>“C Jam Blues”</p>	<p>All about American Music</p> <p>Since America is so big and we have so many different kinds of people, we also have many different kinds of music.</p> <p>Blugrass, rock and roll and jazz</p> <p>Start Composing the song based on the background and setting from the book</p>	<p>Different parts of the country developed different music.</p> <p>Learn American history by studying jazz and rock ‘n roll.</p> <p>Composition based on pictures. Arrange loud/soft depending on colors and fast/slow depending on activity in the book.</p>
7	11/26/2012	Create	N/A	<p>“Guantanamera”</p> <p>Celia Cruz</p>	<p>All about Latin Music!</p>	<p>Assign a melodic shape for our 3 characters.</p>

				"Azuca"	<p>Introduce Claves, Congas, Horn Sections, Percussion Sections</p> <p>Keep Composing the song based on 3 animals from the book</p>	<p>Learn the clave beat</p> <p>Learn how latin music can intertwine different simple layers to make it sound complex.</p>
8	12/3/2012	Create Refine	N/A	Zakir Huseein "TeenTaal"	<p>All about India!</p> <p>In Indian music, one can play the same rhythmic patterns in different speeds. Let's count in 5's. First at a slow tempo, then at a medium tempo and finally at a fast tempo!</p> <p>Keep Composing the song based on 3 different animals from the book</p>	<p>Listening skills</p> <p>Creativity</p> <p>Math and Patterns in music</p> <p>Assign a melodic shape for our 3 characters.</p>
9	12/10/2012	Refine		"ShoSholoza"	<p>All about Africa! (20 minutes)</p> <p>Kora, Balafon, Calabash, Djembe!</p> <p>Djembe means gathering of peace! Play 4/4 beat to ShoSholoza!</p> <p>Assign soloist and rehearse full song!</p>	<p>Learn about African culture and materials for musical instruments.</p> <p>Learn the concept of Ubuntu and how it works in music</p> <p>Jam for Joy!</p> <p>Listening skills</p> <p>Creativity</p>
10	12/17/2012	Present	N/A		Review and Performance!	Perform and shine!

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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

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Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	
ACHIEVING	
EMERGING	